

When the responsibility for all vocational training was transferred to the Home Rule Government in 1981, it was decided politically that all basic vocational training was to take place in Greenland. Throughout the 1980s all vocational training in the principal fields of trade and industry was transferred to Greenland so that all basic training at vocational schools as well as trainee periods take place in Greenland. However, attendance at vocational schools in the graphic industry and service industry still takes place in Denmark. The same is true for the second phase of the vocational training of electricians, air mechanics and trainees in certain parts of the food industry. In addition, students are still sent to Denmark for middle-range and further training and advanced studies.

The STI training programmes, which were introduced in 1988, are a collective name for a number of basic training programmes which admit students who have passed a school-leaving exam. In order to be admitted to a STI-training programme, the trainee must also enter a formal apprenticeship. The main part of the basic training in the vocational educational system is interactive, the student moving between a theoretical training at the local or central vocational schools and the practical work as an apprentice. The aim of this interaction is to offer the students as broad an education as possible relevant to the society in which the students live.

Considerable developments have also taken place in the fields of special courses in which the vocational schools and colleges play a major role in offering courses for further and supplementary training, both in individual subjects and as extended, qualifying courses, for example the training of miners and contractors, and *Alloriarneq* (further training of office workers).

15.1 AREAS OF TRAINING

Vocational training is the responsibility of the Minister of Culture, Education, Research and the Church with the exception of training in the health services, where since 1992 the responsibility is shared with the Directorate of Health and Environment, as well as police training which is the responsibility of the Commissioner of Police in Denmark. The Greenland Parliament has set up a Culture and Education Committee, which, among other things, deals with questions concerned with vocational training. In addition, an Education Committee has been set up to act in an advisory capacity to the Cabinet.

The Directorate of Culture, Education, Research and the Church is responsible for the overall economic, administrative and planning functions of vocational training.

The central vocational schools are responsible for the theoretical and technical training in their particular line of trade. At the head of each central vocational school, there is a principal, and school committees representing the various trades have been set up. Their responsibility is to ensure that the professional standard of the training is satisfactory. These committees act as the highest professional and responsible body in their particular areas in relation to the schools.

The local vocational schools are responsible for training STI-trainees during the first year of their training. These schools are also responsible for supplying guidance to the trainees and to maintain the contact to the firms and companies where the trainees get their practical training. When the STI-training programme was introduced in 1988, 14 local vocational schools were established.

The local vocational schools are each headed by a so-called leader of vocational education. In relation

Key Table 15.1 Number of persons having started studying from 1997/98 to 2000/01

	Total	Women	Men
Total	2,562	1,354	1,208
1997 / 98	605	322	283
1998 / 99	636	327	309
1999 / 00	710	365	345
2000 / 01	611	340	271

Source: Statistics Greenland.